

Impact Evaluation of Project P.U.L.S.O: Basic Life Support and First-Aid for Local Residents of Kud Pasangen School of Living Tradition, Binuangan, Isabela City

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ABSTRACT

The study aimed to evaluate the effectiveness of the Project P.U.L.S.O-Basic Life Support and First-Aid training program conducted at Kud Pasangen School of Living Tradition, focusing on enhancing the emergency preparedness of local residents. A mixed-methods approach was employed to 48 diverse members of Kud Pasangen, notably indigenous people from the Philippines, ensuring the program's cultural relevance and sensitivity. Quantitative data was collected through a validated survey questionnaire, while qualitative insights were gathered from semi-structured interviews. Statistical analysis and thematic evaluation highlighted significant improvements in participants' understanding and confidence in handling emergencies. Findings revealed that the Basic Life Support (BLS) and First-Aid for Heat Stroke trainings received high satisfaction scores, indicating strong agreement on their effectiveness in knowledge acquisition, skill acquisition and confidence building and the overall satisfaction and impact. However, the First Aid for Animal Bites training was perceived as less impactful, suggesting areas for improvement, particularly in practical applications. The findings demonstrated the program's success in enhancing participants' emergency response capabilities, with suggestions for future iterations focusing on more hands-on practices and localized scenarios to further increase engagement and practical learning outcomes.

Keywords: First-Aid, heat stroke, impact evaluation, life support

INTRODUCTION

Current global trends indicate a marked increase in both natural disasters and anthropogenic emergencies, necessitating enhanced community resilience and emergency response capabilities [Centre for Research on the Epidemiology of Disasters (CRED), 2020]. Remote and rural communities, including areas like Binuangan, Isabela City, in the Philippines, face particular vulnerabilities due to limited healthcare infrastructure, extended emergency response times, and geographical isolation from tertiary medical facilities (Raven, Tran, Little, & Davey. 2018). Research consistently demonstrates that community-based first-aid training and basic life support education can significantly reduce mortality and morbidity rates during the critical "golden hour" before professional medical assistance arrives (Eisenberg, Lippert, Castren, Moore, Ong, Rea & Soreide 2016; Berdowski, Berg, R. Tijssen, & Koster, 2010). The implementation of such programs has proven particularly effective in resource-limited settings where formal emergency medical services may be unavailable or delayed (Meaney, Bobrow, Mancini, Christenson, de Caen, Bhanji, & Hazinski, 2013).

The Kud Pasangen School of Living Tradition, known for its commitment to preserving and promoting cultural heritage, recognizes the importance of integrating practical life skills into its community programs. The introduction of Project P.U.L.S.O (Preparedness and Upgrading of Life-saving Skills for Operators) aims to bridge the gap in emergency preparedness by providing comprehensive training in Basic Life Support and First-Aid to the local residents. This initiative not only seeks to improve immediate response capabilities but also aims to instill a sense of confidence and self-reliance among community members. This project has taken significant strides in enhancing community resilience by successfully implementing Basic Life Support and First-Aid Training sessions for Animal Bites and Heat Stroke.

The strategic focus on developing local emergency response capabilities aligns with established community-based disaster risk reduction approaches successfully implemented across the Philippines (Paterno, 2016; Fernandez, Uy, & Shaw, 2012). Research by Filipino scholars demonstrates that community-based emergency preparedness programs not only enhance individual response capacity but also strengthen social capital and collective resilience, particularly in rural and geographically isolated communities (Aldaba, 2014; Porio, 2011). The Philippine experience with community health worker programs has shown that locally-trained residents can effectively serve as first responders and health

educators, bridging gaps in formal healthcare delivery systems (Schwartz, Tinio, & Ongteco, 2016; Dayrit, Lagrada, Picazo, Pons, & Villaverde, 2018).

Facilitated by the Nursing Department of the College of Allied Health, the project's success is a testament to the power of targeted educational programs in driving positive social change. By underscoring the significance of preparedness in medical emergencies, Project P.U.L.S.O not only empowers individuals with the skills needed to save lives but also contributes to the broader goal of sustainable national growth. Through these efforts, the project serves as a model of how focused community initiatives can lay the groundwork for a resilient and health-conscious society.

The Nursing Department, underscores the importance of readiness in medical emergencies. The training sessions introduced participants to Basic Life Support (BLS), First-Aid for Animal Bites, and First-Aid for Heat Stroke. By focusing on these key areas, Project PULSO not only enhances individual emergency response capabilities but also fortifies community resilience. This study delves into the effectiveness of such training programs, analyzing their impact on community preparedness and the ability of residents to respond effectively to emergencies.

By evaluating the impact of this project, stakeholders hope to gather insights into the effectiveness of the training, its adoption among residents, and the overall enhancement of emergency preparedness within the community. It is in this context that the researcher has delve into assessing the effectiveness of this project, hoping that the findings will contribute to refining the program, ensuring its sustainability, and possibly serve as a model for similar initiatives in other rural communities.

Statement of the Problem

1. What is the profile of the participants in terms of:
 - a. Gender
 - b. Age
2. What is the perceived level of agreements and disagreements among the participants on the Basic Life Support training conducted in terms of:
 - a. Knowledge acquisition
 - b. Skill acquisition and confidence building
 - c. Overall satisfaction and impact
3. What is the perceived level of agreements and disagreements among the participants on the First-Aid for Animal Bites training conducted in terms of:
 - a. Knowledge acquisition
 - b. Skill acquisition and confidence building
 - c. Overall satisfaction and impact
4. What is the perceived level of agreements and disagreements among the participants on the First-Aid for Heat Stroke training conducted in terms of:
 - a. Knowledge acquisition
 - b. Skill acquisition and confidence building
 - c. Overall satisfaction and impact
5. What changes in preparedness levels were observed among participants in responding to medical emergencies before and after the training sessions?
6. What is the perceived level of agreements and disagreements among the participants on the overall impact of the Project P.U.L.S.O in terms of:
 - a. Basic Life Support
 - b. First-Aid for Animal Bites
 - c. First-Aid for Heat Stroke

Project Description

Project P.U.L.S.O is an extension initiative aimed at enhancing the emergency preparedness and response capabilities of local residents through comprehensive Basic Life Support (BLS) and First-Aid for Animal Bites and Heat Stroke training. Conducted at the Kud Pasangen School of Living Tradition, the project targets community members with the goal of equipping them with essential life-saving skills that can be applied in various emergency situations, such as cardiac arrests, animal bites, and heat-related illnesses.

Objectives and Goals of the Project

To equip participants with practical skills in Basic Life Support and First-Aid to effectively respond to medical emergencies.

1. To improve the overall emergency readiness of the community by raising awareness and providing hands-on training in critical life-saving techniques.
2. To foster a culture of health and safety within the community by disseminating knowledge about common emergency scenarios and appropriate responses.
3. To strengthen community bonds by engaging residents in a shared learning experience that emphasizes cooperation and mutual support during emergencies.

Activities and Interventions Implemented

1. **Training Sessions:** Two structured training sessions were conducted, focusing on BLS techniques and First-Aid treatments for common emergencies like animal bites and heat stroke. Expert trainers led these sessions with a combination of theoretical instruction and practical demonstrations.
2. **Hands-On Workshops:** Participants engaged in interactive workshops that provided opportunities to practice the techniques learned. These workshops were designed to reinforce skills and build confidence in applying them in real-life situations.
3. **Educational Materials:** Participants received educational materials, including manuals and visual aids, to support their learning and provide easy reference for future emergencies.
4. **Community Engagement Activities:** Collaborative activities were organized to encourage community members to share experiences and insights gained from the training, further promoting a sense of community and collective responsibility for safety.
5. **Feedback and Evaluation:** Regular feedback sessions were held with participants to evaluate the effectiveness of the training and gather suggestions for improvements. These sessions were integral to adapting the program to better meet community needs.

Overall, Project P.U.L.S.O. aimed to empower residents with the knowledge and skills necessary for effective emergency response, thereby enhancing the safety and resilience of the entire community.

MATERIALS AND METHODS

Research Design

The study employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive evaluation of the training program's impact. A pre-and post-training assessment design is used to measure changes in participants' knowledge, skills, and preparedness levels.

Participants

The study involves local residents who participated in the Project P.U.L.S.O-Basic Life Support and First-Aid training sessions conducted at Kud Pasangen School of Living Tradition. This includes a diverse group of community members with varying backgrounds and experiences. A significant component of the participants consisted of indigenous people from the Philippines. Their involvement is crucial in understanding the unique cultural and contextual factors that may influence the training's impact and effectiveness. The inclusion of indigenous participants ensures that the program's design and delivery are culturally sensitive and relevant to their needs. Participants were selected based on their registration and attendance at the training sessions, with efforts made to ensure representation from different age groups, genders, and cultural backgrounds within the community.

A Free, Prior, and Informed Consent (FPIC) were distributed to all participants before the conduct of the study to ensure that all participants, especially those from indigenous communities, have fully understood the purpose, procedures, potential risks, and benefits of the study. This was done in a culturally appropriate manner, using native languages and involving cultural liaisons or community leaders or elders in the community who can talk in their local dialect to help explain the study. The researcher also ensure that the cultural practices, beliefs, and values of the indigenous community are well recognized and respected. To achieved this, the researcher engaged with community leaders or elders to seek guidance and approval before involving community members in the research. They were also involved in the planning and implementation of the study. Further, the researcher also provided opportunities for feedback from the community on how the research is conducted and how findings are disseminated. This can help ensure that the research is relevant and beneficial to the community.

Furthermore, the researcher ensures the protection of the confidentiality and anonymity of all participants, by ensuring that no identifiable information is disclosed without consent. The researcher also paid special attention to any cultural sensitivities related to the disclosure of information, participation is entirely voluntary and that participants can withdraw from the study at any time without any negative consequences, and ultimately avoid any form of coercion or undue influence, especially

considering power dynamics within the community. Moreso, the researcher ensures that the community benefits from the research findings, whether through direct interventions, knowledge sharing, or other means. Based on these criteria as established, out of 60 participants of the project there were 48 participants who responded to the Informed Consent; hence they were included as participants of this study.

Data Collection Methods

A survey questionnaire was used to collect the quantitative data. As an initial step, to ensure that the survey was valid, three experts reviewed the survey instrument and rated each item using three-point scale (not necessary, useful but not essential and essential) and provided recommendations for question refinement and instructional clarity. Then a pilot survey was conducted to ensure that the instrument was reliable, the survey was pilot tested to twenty individuals. This pilot group includes groups of individuals, who did not participate in this study, comments that were received from this pilot group was used to refine the survey instrument.

After the questionnaire was validated and pilot tested, permission to conduct the research study were obtained through a letter from the College President of Basilan State College. FPIC for the participants were also obtained through a letter. After permissions was granted, the researcher begun to carry out the sampling plan of the study. Next, an orientation was conducted by the researcher to every respondent on how to accomplish the questionnaire as well as its ethical consideration, followed by the distribution and collection of the questionnaires. The survey questionnaire was administered to the participants of this study. Recording, tabulating, analyzing and interpreting of data was personally accomplished by the researcher. Semi-structured interviews were conducted to gather in-depth feedback on the training content, delivery, and perceived impact.

Instruments

A researcher-made Survey structured questionnaire was utilized in this study to answer the research questions. The survey questionnaire was composed of two parts. Part I – focused on the demographic profile of the Participants of this study. Part II – focused on the three areas of the PULSO Project namely: Basic Life Support, first – Aid for Animal Bites and First – Aid for Heat Strokes, each area considered three components: Knowledge acquisition, Skill Acquisition and Confidence Building, and the Overall Satisfaction and Impact, each with 5 statements/questions, designed to bolster the perception of the participants.

RESULTS AND DISCUSSION

There were forty-eight (48) participants who joined in this study of which twenty-eight (28) or 53.33 percent are male participants, making up the larger portion of the group. While there were only twenty (20) or 41.67 percent are female participants. In terms of age group distribution, there were three (3) 6.25 percent were participated by the age group 20 and below, most (twenty-five or 52.08 percent) of the participants were with the age group of 21 to 30. While twelve (12) or about 25 percent of the participants were within the age group of 31 to 40. And lastly, there were eight (8) or about 16.67 percent of the participants were within the age group 41 and above, this older group include individuals who have experienced or experiencing scenarios where first-aid knowledge is critical.

Table 1 - Perceived level of agreements and disagreements among the participants on the Basic Life Support training conducted in terms of Knowledge acquisition

Statement	Mean	Standard Deviation	Qualitative Interpretation
I have a clear understanding of what Basic Life Support entails.	4.31	0.65	Strongly Agree
The training provided a comprehensive overview of the key components of BLS.	4.40	0.56	Strongly Agree
I can differentiate between various BLS techniques and their applications.	4.35	0.57	Strongly Agree
The theoretical aspects of BLS were explained in a way that was easy to understand.	4.35	0.61	Strongly Agree
I am familiar with the guidelines and protocols of BLS after the training	4.38	0.63	Strongly Agree

Area Mean	4.358	0.604	Strongly Agree
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Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table 1 above shows data of the participants' perceived levels of understanding and satisfaction with the Basic Life Support (BLS) training in terms of knowledge acquisition. Based on the data, all statements reported a mean score above 4.20, which is qualitatively described as "Strongly Agree". This indicates a high level of satisfaction and a strong positive perception among participants regarding the knowledge they acquired from the training. Specifically, data revealed that participants strongly agree that the training was perceived as particularly effective in providing a comprehensive overview of BLS components which was reported as the highest mean score. Followed by the next statement that they are familiar with BLS guidelines and protocols post-training, highlighting the training's effectiveness in imparting procedural knowledge. Overall, with a mean score 4.358 suggest high area mean indicates that participants left the training with a solid grasp of BLS concepts, techniques, and protocols, reflecting the program's success in boosting confidence and competence across the board.

Table 2 - Perceived level of agreements and disagreements among the participants on the Basic Life Support training conducted in terms of Acquisition of New Skills and Confidence Building

Statement	Mean	Standard Deviation	Qualitative Interpretation
I acquired new skills in BLS that I didn't have before the training.	4.21	0.61	Strongly Agree
The training improved my ability to perform BLS techniques accurately.	4.20	0.65	Strongly Agree
I feel more confident in my ability to administer BLS after completing the training.	4.18	0.60	Agree
The practice sessions were effective in helping me develop BLS skills.	3.40	0.63	Agree
The training increased my overall confidence in managing emergency situations.	4.20	0.58	Strongly Agree
Area Mean	4.038	0.614	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Most of the participants "Strongly Agree" that the training effectively taught them new skills, as evidenced by the highest mean score of 4.21 for acquiring new BLS skills, indicating that the training was successful in expanding their skill set. Similarly, the ability to perform BLS techniques accurately and the overall confidence in managing emergencies were also rated highly, each with a mean of 4.20, reinforcing the training's success in these areas. However, we cannot deny the fact that the statement about ...feeling more confident after the training scored 4.18, which falls under "Agree,". The practice sessions were rated with a mean of 3.40, suggesting that while participants found them beneficial, there is room for improvement to make these sessions more impactful.

Table 3 - Perceived level of agreements and disagreements among the participants on the Basic Life Support training conducted in terms of the overall satisfaction and impact.

Statement	Mean	Standard Deviation	Qualitative Interpretation
I am satisfied with the overall quality of the BLS training.	4.20	0.58	Strongly Agree
The training met my expectations in terms of content and delivery.	4.18	0.61	Agree
I would recommend this BLS training to others in my community.	4.15	0.64	Agree
The training has positively impacted my readiness to handle emergencies.	4.19	0.59	Agree
I believe the training has equipped me with valuable skills for life-saving situations.	4.35	0.63	Strongly Agree
Area Mean	4.214	0.61	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data revealed an overall area mean of 4.214, interpreted as "Strongly Agree," this indicates a high level of satisfaction, which implies that the participants acknowledged that the training has a significant impact on their preparedness and confidence in emergency situations. Data also revealed that the participants expressed strong satisfaction with the overall quality of the training with a mean score of 4.20, with a mean score of 4.35 as the highest reported mean, indicating that the training effectively met its core objectives. The statement "The training met my expectations in terms of content and delivery" had a mean of 4.18, suggesting that while expectations were largely met, there may be minor areas for enhancement. Table 4 - Summary of the Perceived level of agreements and disagreements among participants on the Basic Life Support training conducted.

	Mean	Standard Deviation	Qualitative Interpretation
Knowledge acquisition	4.358	0.604	Strongly Agree
Skill acquisition and confidence building	4.030	0.614	Agree
Overall satisfaction and impact	4.214	0.610	Strongly Agree
Overall	4.203	0.609	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table 4 shows the summary of the data of the participants' perceptions regarding the Basic Life Support (BLS) training. Participants strongly agreed that the training was effective for knowledge acquisition, as reflected by a mean score of 4.358. This indicates that the training significantly enhanced their understanding and grasp of basic life support techniques, an essential component for effective emergency response. In terms of skill acquisition and confidence building, the mean score was 4.030. The overall satisfaction and impact of the training were also positively received, with a mean score of 4.214. This strong agreement indicates that participants were highly satisfied with the quality and delivery of the training. In summary, the overall mean score of 4.203, described as "Strongly Agree," reinforces the effective execution of the BLS training. It highlights the training's success in meeting its educational objectives, particularly in enhancing knowledge and overall satisfaction.

Table 5 - Perceived level of agreements and disagreements among the participants on the First-Aid for Animal Bites training conducted in terms of Knowledge acquisition

Statement	Mean	Standard Deviation	Qualitative Interpretation
The training enhanced my knowledge of preventive measures for animal bites.	4.25	0.70	Strongly Agree
I am now aware of the signs and symptoms that require medical attention after an animal bite.	4.30	0.68	Strongly Agree
The information provided in the training was comprehensive and easy to retain.	4.28	0.65	Strongly Agree
The training provided me with a thorough understanding of the types of animal bites and their potential risks.	4.22	0.72	Strongly Agree
I learned the necessary steps to take immediately after an animal bite.	4.27	0.69	Strongly Agree
Area Mean	4.264	0.688	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table revealed that all statements received mean scores within the "Strongly Agree" range, indicating that the training was highly effective in enhancing participants' understanding of critical aspects related to animal bites. The highest mean score of 4.30 was for the awareness of signs and symptoms requiring medical attention, highlighting the training's success in emphasizing crucial health indicators. The training's comprehensive and retainable information received a mean score of 4.28, indicating that participants found the content accessible and memorable. Understanding the types of animal bites and

their risks, with a mean of 4.22, also received strong agreement, indicating that the training's breadth in coverage. While, learning the immediate steps to take after an animal bite, rated at 4.27, further indicates participants' perceived increase in practical knowledge.

Table 6 - Perceived level of agreements and disagreements among the participants on the First-Aid for Animal Bites training conducted in terms of Skill Acquisition and Confidence Building

Statement	Mean	Standard Deviation	Qualitative Interpretation
I feel confident in my ability to administer first-aid for animal bites as taught in the training.	4.15	0.58	Agree
The practical exercises provided sufficient practice to master the necessary first-aid techniques.	4.18	0.71	Agree
I gained hands-on experience in using the materials and tools required for treating animal bites.	4.20	0.74	Strongly Agree
The training improved my ability to assess the severity of an animal bite correctly.	4.18	0.65	Agree
I am confident that I can effectively educate others on first-aid procedures for animal bites.	4.18	0.68	Agree
Area Mean	4.178	0.672	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table revealed that overall, the participants expressed positive responses, with most statements described as "Agree," indicating that the training effectively enhanced their skills and confidence. The statement concerning hands-on experience in using materials and tools required for treating animal bites achieved the highest mean score of 4.20, described as "Strongly Agree", this indicates that participants valued the practical component of the training. The overall area mean of 4.178, interpreted as "Agree," confirms that participants generally felt that the training was effective in building their skills and confidence, though enhancing certain aspects could increase perceived effectiveness even more.

Table 7 - Perceived level of agreements and disagreements among the participants on the First-Aid for Animal Bites training conducted in terms of the Overall satisfaction and impact.

Statement	Mean	Standard Deviation	Qualitative Interpretation
I am satisfied with the overall quality of the training on first-aid for animal bites.	4.22	0.63	Strongly Agree
The training met my expectations and provided valuable insights into handling animal bites.	4.20	0.69	Strongly Agree
I would recommend this training to others who need to learn about first-aid for animal bites.	4.20	0.75	Strongly Agree
The training has positively influenced my awareness and preparedness for dealing with animal bites.	3.19	0.68	Agree
I believe the skills and knowledge gained from the training will be beneficial in real-life situations.	3.18	0.58	Agree
Area Mean	3.798	0.666	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table 7 above shows the data of the participants' perceptions of the overall satisfaction and the impact of the First-Aid for Animal Bites training. Most statements received high mean scores, particularly those related to satisfaction with the training's quality and its ability to meet expectations, both with a mean score of 4.22 and 4.20 respectively, described as "Strongly Agree". Similarly, the recommendation to others also received a "Strongly Agree" with a mean score of 4.20, highlighting the participants' confidence in endorsing the training to peers. However, the statements regarding the positive influence on awareness and preparedness, as well as the practical benefits of skills and knowledge in real-life situations, received lower mean scores of 3.19 and 3.18, respectively.

Table 8 - Summary of the Perceived level of agreements and disagreements among participants on the First-Aid for Animal Bites training conducted.

	Mean	Standard Deviation	Qualitative Interpretation
Knowledge acquisition	4.264	0.688	Strongly Agree
Skill acquisition and confidence building	4.178	0.672	Agree
Overall satisfaction and impact	3.798	0.666	Agree
Overall	4.080	0.675	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree

The data from Table 8 shows the data of the participants' perceptions of the First-Aid for Animal Bites training, for the three areas namely: Knowledge acquisition, Skill acquisition and confidence building, and the Overall satisfaction and impact. Data revealed that the area on knowledge acquisition, reported the highest mean score of 4.264, described as "Strongly Agree" indicates that participants felt well-informed and educated about the necessary information concerning animal bites, which is crucial for effective first-aid response. Followed by the area on skill acquisition and confidence building, with a mean score of 4.178 described as "Agree". The overall satisfaction and impact of the training received a slightly lower mean score of 3.798, also described as "Agree." This indicates that, while participants were satisfied with the training, there is room to enhance its impact, potentially. The overall mean score of 4.080, described as "Agree," reflects a generally positive reception of the training.

Table 9 - Perceived level of agreements and disagreements among the participants on the First-Aid for Heat Stroke training conducted in terms of Knowledge acquisition

Statement	Mean	Standard Deviation	Qualitative Interpretation
The training provided a comprehensive understanding of what heat stroke is and its causes.	4.20	0.71	Strongly Agree
I am now able to recognize the symptoms of heat stroke accurately.	4.30	0.81	Strongly Agree
The training enhanced my knowledge of preventive measures to avoid heat stroke.	4.20	0.65	Strongly Agree
I learned the necessary first-aid steps to take when someone is experiencing heat stroke.	4.25	0.71	Strongly Agree
The information presented in the training was clear and easy to understand.	4.30	0.68	Strongly Agree
Area Mean	4.25	0.712	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table 9 above shows the data on the perceived level of agreements of the participants regarding the First-Aid for Heat Stroke training in terms of knowledge acquisition. Data on the table revealed that all statements were rated with mean scores that describes "Strongly Agree", indicating that the training was very effective in delivering its educational objectives. The statement "I am now able to recognize the symptoms of heat stroke accurately" and "The information presented in the training was clear and easy to understand" both received the highest mean score of 4.30 described as "Strongly Agree". This indicates that participants found the training particularly effective in raising awareness about identifying heat stroke symptoms. The participants reported an overall area mean score of 4.25, interpreted as "Strongly Agree," which suggest that the training is successful in equipping participants with a thorough understanding and practical knowledge on heat stroke.

Table 10 - Perceived level of agreements and disagreements among the participants on the First-Aid for Heat Stroke training conducted in terms of Skill acquisition and Confidence Building

Statement	Mean	Standard Deviation	Qualitative Interpretation
I feel confident in my ability to administer first-aid for heat stroke as taught in the training.	4.20	0.69	Strongly Agree

The practical exercises helped me practice and master the necessary first-aid techniques for treating heat stroke.	4.18	0.68	Agree
I am able to quickly assess and respond to a heat stroke situation effectively.	4.19	0.72	Agree
The training improved my skills in using the materials and resources needed to treat heat stroke.	4.20	0.71	Strongly Agree
I am confident that I can educate others on first-aid procedures for heat stroke.	4.20	0.58	Strongly Agree
Area Mean	4.194	0.676	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Participants expressed strong confidence in several areas: their ability to administer first-aid for heat stroke (mean score of 4.20), their skills in using necessary materials and resources (4.20), and their confidence in educating others about first-aid procedures (4.20). These scores indicate that the training effectively enhanced both confidence and skill levels in administering first-aid for heat stroke. The practical exercises and the ability to assess and respond to situations received slightly lower mean scores, at 4.18 and 4.19, respectively, described as "Agree." This indicates that while participants felt competent, there may be room for further practice or refinement to enhance these skills.

Table 11 - Perceived level of agreements and disagreements among the participants on the First-Aid for Heat Stroke training conducted in terms of the Overall satisfaction and impact

Statement	Mean	Standard Deviation	Qualitative Interpretation
I am satisfied with the overall quality of the training on first-aid for heat stroke.	4.23	0.59	Strongly Agree
The training met my expectations and provided valuable insights into handling heat stroke situations.	4.28	0.61	Agree
I would recommend this training to others who need to learn about first-aid for heat stroke.	4.35	0.63	Agree
The training has enhanced my awareness and preparedness for dealing with heat stroke emergencies.	4.38	0.58	Strongly Agree
I believe the knowledge and skills gained from the training will be beneficial in real-life situations	4.35	0.65	Strongly Agree
Area Mean	4.318	0.612	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data revealed that the highest mean scores were associated with enhanced awareness and preparedness with a mean score of 4.38 and the perceived benefit of the knowledge and skills gained in real-life situations with a mean score of 4.35, both described as "Strongly Agree". This indicates that participants felt the training significantly improved their readiness for handling heat stroke emergencies. The satisfaction with the overall quality of the training scored 4.23, while the training's ability to meet expectations and provide valuable insights scored 4.28. Both statements reflect a strong endorsement of the training content and delivery. Participants also expressed a strong willingness to recommend the training to others, with a mean score of 4.35, indicating confidence in the training's value to a broader audience. The overall area mean of 4.318, described as "Strongly Agree," suggest that the training has succeeded in delivering substantial impact and satisfaction among participants.

Table 12 - Summary of the Perceived level of agreements and disagreements among participants on the First-Aid for Heat Stroke training conducted.

	Mean	Standard Deviation	Qualitative Interpretation
Knowledge acquisition	4.250	0.712	Strongly Agree
Skill acquisition and confidence building	4.194	0.676	Strongly Agree
Overall satisfaction and impact	4.318	0.612	Strongly Agree
Overall	4.254	0.667	Strongly Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree

Table 12 shows the data on the Summary of the Perceived level of agreements and disagreements among participants on the First-Aid for Heat Stroke training conducted. The training excelled in knowledge acquisition, with a mean score of 4.250, indicating that participants found it extremely effective in enhancing their understanding of first-aid procedures for animal bites. Skill acquisition and confidence building also received a high mean score of 4.194, described as "Strongly Agree." Participants felt that the training significantly bolstered their practical skills and confidence levels, indicating that the exercises and methods used were effective in preparing them for real-world application. The area on the overall satisfaction and impact scored even higher, with a mean of 4.318, indicating that participants were very pleased with the quality and relevance of the training. This further indicates that the training not only met but exceeded their expectations, providing valuable insights and practical skills applicable to real-life situations. Overall, with a mean score of 4.254, the training is strongly agreed upon as a successful and impactful program. The consistent "Strongly Agree" interpretation across all categories reflects a high level of satisfaction and confidence in the training's outcomes among participants.

Table 13- Overall summary of the Perceived level of agreements and disagreements among participants on the essential life-saving skills training conducted.

	Mean	Standard Deviation	Qualitative Interpretation
Basic life Support (BLS)	4.203	0.609	Strongly Agree
First Aid for Animal Bites	4.080	0.675	Agree
First-Aid for Heat Stroke	4.254	0.667	Strongly Agree
Overall	4.179	0.650	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree

Table 13 provides an insightful summary of the participants' perceptions regarding essential life-saving skills and First-Aid training, encompassing three specific areas: Basic Life Support (BLS), First Aid for Animal Bites, and First-Aid for Heat Stroke. These results reflect varying levels of satisfaction and effectiveness as perceived by the participants across these different training modules.

With a mean score of 4.203 and a standard deviation of 0.609, described as "Strongly Agree", which indicates a high level of approval and satisfaction among participants, indicating that the BLS training effectively equipped them with crucial life-saving techniques. The strong agreement reflects the comprehensive nature of the training, which likely included both theoretical knowledge and practical exercises that enhanced participants' confidence and competence in performing basic life-saving procedures.

Participants have reported a mean score of 4.080, with a standard deviation of 0.675, described as "Agree". While participants agreed on the overall effectiveness of the training, it did not achieve the same level as the other training areas. This could imply that while the training was generally well-received, there may be areas for improvement, such as providing more hands-on experiences or detailed scenarios that cater specifically to the complexities of animal bite situations. This slight variance in participant satisfaction highlights the importance of continuously evaluating and enhancing training programs to ensure they meet learner needs comprehensively.

The participants reported the highest mean score of 4.254 and a standard deviation of 0.667, described as "Strongly Agree". Participants clearly valued the heat stroke training highly, suggesting it was both informative and actionable. The strong agreement may be attributed to the practical relevance of the training content, possibly including real-life applications and scenarios that resonated well with the participants. The high satisfaction level indicates the training was successful in building participants' confidence and readiness to handle heat stroke emergencies effectively.

Overall, although the data on the table 13 reported an area mean score of 4.179 and a standard deviation of 0.650 described as "Agree", the strong interpretations in two of the trainings indicate a generally positive reception of the essential life-saving skills training as a whole. This comprehensive training program appears to have effectively addressed key areas of life-saving skills, equipping participants with the necessary knowledge and confidence to respond to emergencies efficiently.

Participants who felt completely unprepared likely lacked both foundational knowledge and practical experience in handling medical emergencies. This highlights a significant need for formal training to equip them with essential skills and increase their confidence. The BLS training would be crucial in transforming their understanding and readiness. When asked about "Can you describe how prepared you felt to handle medical emergencies before you participated in the Basic Life Support training?" one of the participants answered

"Before the training, I felt completely unprepared to handle medical emergencies. I knew very little about first-aid (konti lang ang alam ko about first-aid) procedures and always worried I wouldn't know what to do if faced with a crisis."

Those with some basic knowledge but lacking confidence may have had previous exposure to first-aid concepts. However, they need structured training to reinforce their skills and build confidence. BLS training could help solidify their understanding and provide practical application opportunities

"(May ala mako pero parang di pa rin ako kabisado sa ginagawa ko)I had some basic knowledge from a first-aid workshop I attended a few years ago, but I didn't feel confident in my ability to respond effectively in an emergency. I would always second-guessed my skills."

"(May ala mako kasi may experience ako sa health center, pero kinakabahan pa rin ako lagi, kulang pa rin ang experience ko, may mga bagay na di ko pa rin alam) I felt somewhat prepared because I work in a healthcare-adjacent field, but I lacked specific knowledge about life support techniques and what steps to follow when someone is in distress."

Participants who valued hands-on practice appreciate the opportunity to apply theoretical knowledge in a practical setting. This type of learning reinforces muscle memory and helps build confidence in performing emergency procedures accurately, which is crucial for effective response in real emergencies. So when asked about if "what specific aspects or activities made you feel more equipped to respond to emergencies, during the training sessions?" the answers were:

"The hands-on CPR practice with mannequins was incredibly helpful. It allowed me to physically practice the techniques and understand the amount of pressure needed during chest compressions."

"The detailed feedback from the instructors during practice sessions was invaluable. Their guidance on common mistakes and how to correct them made me feel more confident in my abilities."

Participants who found instructor feedback crucial are likely to value personalized learning and improvement. Constructive feedback helps them identify and correct errors, boosting their confidence in performing lifesaving techniques and ensuring they are well-prepared for emergency situations.

Overall, these responses and interpretations highlight the importance of interactive and experiential learning methods in training programs, emphasizing the need for practical application, realistic simulations, and personalized feedback to effectively equip participants with the skills and confidence needed to respond to emergencies.

This participant's ability to react swiftly during a personal emergency demonstrates increased confidence and competence gained from the training. It highlights the importance of knowing life-saving techniques for immediate application. So, when asked about their preparedness level after the training, "After completing the training, how do you assess your preparedness level now, and can you share any situations where you applied what you learned?"

"I feel much more prepared now. I used the skills I learned when a coworker fainted at the office. I checked her pulse and breathing, and I was able to stabilize her until help arrived."

Most of the participants responded with a high level of preparedness, as the participant was able to apply the skills effectively in a real-life situation. It shows the practical value of the training and its impact on their confidence in handling emergencies.

"My preparedness level has significantly improved. During a family gathering, my nephew started choking, and I quickly administered back blows and abdominal thrusts, which I learned in training."

"I feel better equipped to handle emergencies, though I haven't had to use my skills yet. However, the knowledge and practice have given me peace of mind and confidence."

Even without having faced an emergency, this participant feels more prepared due to the training's comprehensive nature. Their increased confidence and peace of mind suggest the training was effective in enhancing their readiness.

"After the training, I feel prepared for most medical situations. I recently assisted a stranger who collapsed in the market, and my response was more organized and confident than it would have been before the course."

Successfully aiding a stranger indicates that the participant absorbed the training well, enabling them to respond confidently in unexpected situations. It underscores the training's role in empowering individual to act in emergencies outside their immediate circle.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings derived from this study, several conclusions can be drawn in relation to the research questions:

1. Participants perceived the BLS training as highly effective in enhancing their understanding of life-saving techniques, evident from the "Strongly Agree" rating. This indicates that the training successfully provided comprehensive and valuable knowledge, effective in building skills and confidence, as participants strongly agreed that their practical competencies improved through engaging and relevant exercises, and the overall satisfaction with the BLS training was notably high, reflecting its success in meeting educational objectives and positively impacting participants' readiness and confidence in emergency situations.
2. Participants agreed that the training significantly increased their knowledge of handling animal bite incidents, although not at the highest level of satisfaction compared to other modules. Participants agreed that their skills and confidence improved; however, there is room for enhancement, suggesting a need for more hands-on practice. While participants were generally satisfied with the training, results suggests that enhancements could be made to increase its impact and align it more closely with participant expectations.
3. Participants strongly agreed that the training was highly informative, providing them with essential knowledge to effectively handle heat stroke emergencies. The training was perceived as effective in skill development and confidence building, with a high level of agreement from participants, reflecting the training's practical relevance. Participants expressed strong satisfaction with the training, indicating it successfully met their needs and expectations, and had a significant positive impact.
4. The training programs collectively enhanced participants' preparedness levels, equipping them with the necessary knowledge and skills to respond more effectively to medical emergencies. This improvement was reflected in the high satisfaction and confidence levels reported by participants.
5. Participants provided positive feedback regarding the content and delivery of the training programs, noting their effectiveness in boosting confidence and abilities. However, suggestions for improvements—particularly in the Animal Bites training—highlighted the value of incorporating more practical, real-life scenarios to further enhance engagement and learning outcomes.
6. In summary, the study demonstrates that the life-saving skills training programs were effective in addressing the educational needs of participants specifically in Kud Pasangen, with high levels of satisfaction, particularly in BLS and Heat Stroke modules. Continuous improvements and feedback incorporation are recommended to further enhance the training experience and maximize its impact across all modules.

RECOMMENDATION

Based on the conclusions drawn from the study, the following recommendations are proposed to further enhance the effectiveness and impact of the life-saving skills training programs:

1. Incorporate more hands-on exercises and scenario-based learning opportunities, particularly in the First Aid for Animal Bites training. This approach can help participants better understand and apply theoretical knowledge in real-life situations.
2. Regularly collect and analyze participant feedback to identify specific areas where trainings can be refined. Implementing participant suggestions can lead to continuous improvement and alignment of the training programs with learner needs and expectations.
3. Tailor training modules to the specific needs of the audience, incorporating local or commonly encountered scenarios that participants are likely to face. This customization can enhance relevance and engagement.

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